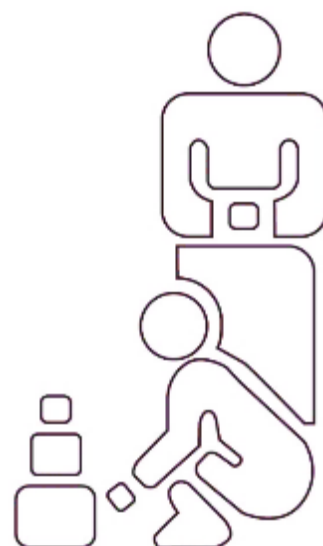


# The Trust of Programs for Early Childhood, Family and Community Education

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# Annual Report 2025



## Message from the Director General, Farid Abu Gosh



This report is for the 2025, yet by the time we send it, we cannot ignore the horrific situation which evolved dramatically in March 2026. Therefore, in addition to the Trust's response to the emergency situation in 2025, we added to this report our mitigation strategy in light of the recent events since February 28<sup>th</sup>, 2026.

Dear friends and partners,

I would like to begin by expressing my deepest appreciation for your continued support and solidarity during these painful and challenging times. The ongoing war and tragic events across all areas of our work have placed immense pressure on the communities we serve.

These circumstances have severely affected individuals and families, particularly in the West Bank. Vandalism, home and farm demolitions, life-losses, movement restrictions, and rising unemployment have deepened existing poverty. Many families are now struggling to secure even a basic and dignified standard of living.

At the same time, incidents of killing and violence, along with the growing presence of organized criminal gangs in Ramle, Lod, and Rahat, have further destabilized communities. The inadequate police response has compounded these challenges and negatively affected our home-based intervention activities.

Widespread fear and uncertainty have also intensified psychological distress across all areas. As a result, the need for psychosocial support has significantly increased. In response, Trust has strengthened its commitment to supporting the most vulnerable groups of women and children, and recently our team reported the emerging need to address children with disabilities and the elderly population.

Community resilience has become one of our core work strategies. Through reinforced partnerships with professional organizations, particularly NGOs and local councils, while continuing to implement our empowerment programs. This strategy included the establishment of local community centers in five villages in northwest Jerusalem, Shufat Refugee Camp and Anata, as well as community schools in Ramle, Lod, and Rahat. These centers operate independently, with ongoing professional guidance and support from Trust's team.

To promote sustainable community leadership, we have provided continuous training for center coordinators, equipping them with essential management and leadership skills.

Steering committees have been formed in each location, bringing together women, men, youth, elderly representatives, and members of local councils to ensure inclusive participation and shared responsibility.

This approach has already shown promising results in strengthening community engagement and improving responsiveness to local needs. However, urgent challenges remain, particularly in addressing trauma and post-traumatic stress, and in supporting children with disabilities and marginalized elderly individuals.

With your continued support, Trust has expanded its programs in stress management and personal well-being to respond to these pressing needs. Following my friend Dr. Vanoudenhoven's most powerful principle "*go where the pain is most severe.*"

Once again, we extend our sincere gratitude for your trust and partnership.

Special thanks go to our dedicated staff, who continue to turn our vision into reality and remain steadfast despite ongoing challenges.

Farid Abu Gosh

## **About Us:**

The **Trust** is an indigenous developmental agency established in 1984 in Jerusalem and registered as a non-profit NGO to empower members of the Arab community through education and leadership developmental programs that are currently running in Jerusalem in the Shufat Refugee Camp, Ramle, Lod, the villages North West Jerusalem and in Rahat.

We are a nonprofit, nonreligious, and nonpolitical organization that believes in social Justice, human rights conventions, equal access to resources, gender equality, human dignity, accepting others as they are, and not as they should be, regardless of their cultural, racial, or religious backgrounds. We believe in people's capacities which they can use to improve their lives towards social change.

The Trust is a learning organization, that has built up a range of effective and innovative lifelong learning programs that develop the skills and improve the lives of children, young women, educators and mothers living in marginalized situations and aiming at transforming their sense of hopelessness and dependency into individual and collective feeling of hope and capabilities.

All our programs are holistic, integrative and inclusive, constantly developing to meet the emerging needs of the target groups; ranging from service delivery to raising awareness, psychosocial support and community empowerment.

**Vision :** A society where social justice and human dignity is achieved.

**Mission:** To contribute in improving the quality of life of the individuals and families within the marginalized communities through the Trust's different and diversified programs that enhance social awareness and community involvement.

### **Monitoring**

All the projects are regularly monitored and evaluated by the programs' coordinators through:

- Using pre-post evaluation forms that is mostly done using Google Docs, Kobo, and manually. These forms help to follow up the progress and addressing the needs, it has also helped in improving the program in a flexible manner that constantly seeks to support the growth of its target population.
- Regular staff meetings once a month, and staff colloquium twice a year. These regular meetings involve the staff in the planning and evaluation of the progress and data collection from a variety of sources including weekly visits and observations of the progress, focus group discussions, periodical reports, attendance records, recommendations resulting of study-days and minutes of the meetings.
- Summative evaluation of each project every three to five years.

*In the pages that follow, we present our **key achievements for 2025**, but first a quick review of the **Emergency Response Since 28<sup>th</sup> Feb., 2026**:*

In light of the evolving situation, due to the current war, the program's activities, training and supervision, were transitioned to the emergency plan, which mainly includes online platforms (Zoom and WhatsApp) to ensure continuity and safety. All the activities and workshops were adapted flexibly—as usual—to psychosocial support, relief programming, and emergency response interventions due to the war.

The organization focused on strengthening local partnerships to ensure the inclusiveness and sustainability of services. In coordination with our team, program facilitators, and community committees, they helped in facilitating some of the workshops, which contributed to building a resilient local community capable of protecting its members and responding to conflict responsibly.

Key remote interventions included a series of psychosocial support sessions via Zoom, targeting mothers, children, adolescents, and young women. These sessions focused on coping with fear and stress, communication with children during crises, emotional expression, and resilience-building, reaching over 300 participants in total. Feedback reflected high engagement and improved coping capacity among participants.

Across community centers, programs were adjusted to maintain essential support enabling a flexible and needs-based response:

- Learn-by-Play program : sharing digital learning materials and following up with students, particularly in Arabic and mathematics.
- Elderly support: regular check-ins via phone/WhatsApp, including follow-up with vulnerable cases (e.g., elderly women with chronic illness and caregivers of grandchildren).
- Psychosocial support: remote sessions for girls and continuous communication with beneficiaries to reduce stress and isolation.
- Targeted community outreach and relief efforts were implemented in coordination with local partners and committees such as:
  - Distribution of food parcels and financial assistance to vulnerable families across multiple locations.
  - In some cases, cash support provided to families in need, alongside Eid clothing for children.
  - Home visits to pregnant women and vulnerable families, including those with disabilities, to assess needs and provide psychosocial support.



- Basic health follow-up for elderly individuals (e.g., blood pressure and glucose monitoring).
- Within the Disability Program, services continued through remote follow-up with specialists, including physiotherapy and speech support. Mothers were guided to implement home-based exercises to prevent regression, while caregivers also received emotional support.
- Community engagement remained strong throughout this situation. Notably, local fundraising initiatives were led by community members, for example, an elderly volunteer organized a Ramadan campaign, and distributed the profit on families in need.

### Emergency intervention in 2025:

In these horrifying times, it became essential to intensify crisis response strategies and maintain program operations in line with the evolving situation and the specific needs of each area.



Despite challenging circumstances, effective coordination among coordinators, paraprofessionals, community committees, and volunteers ensured the continuity and success of program activities.

In response, in 2025 the Trust conducted a series of debriefing workshops and awareness raising as follows:

**Starting with the Trust's team:** Emphasis was placed on addressing emotional stress and coping with crises through the activities implemented within all our programs.

Debriefing workshops for the staff members every two months, given by specialists in psychology. The workshop focused on support the staff through therapeutic activities and to equip them with tools for crisis management, self-care, and emotional well-being. These workshops contributed to enhancing the staff's knowledge and professional capacities, in addition to strengthening the relationship among team members.

On the academic level, the Trust's staff received virtual enrichment training in cooperation with Haruv Institute, which is affiliated with the Faculty of Social Work and Education of the Hebrew University. The training workshops were given in four sessions on Zoom for 25 staff members. The training took place in May 2025, once a week on child neglect and abuse, terminology in the field of trauma and mental health, the impact of

trauma on children, and helping children with disabilities cope with trauma. The team gained skills and counseling tools that were useful in their work.

**Manual on crisis management:** During these difficult times, the Trust developed a special manual on crisis management so that it can be integrated into the content of the running programs in a comprehensive and holistic manner. It can also be used by professionals and educators from outside the Trust. As part of this effort, the programs' professional team collaborated to develop this training manual. The manual includes theoretical content tailored to the needs of the target groups, as well as structured activities designed to build coping skills and emotional support during emergencies.

### **The Elders Group:**

Following the horrific situation the program coordinators and paraprofessionals have reported that elders and children with disabilities are most vulnerable groups in addition to women and children, who need both developmental and relief programs.

In 2025, we reached 80 elders through weekly recreational and social activities for those who can come to the centers. Both elderly men, and women, enjoyed the activities in a pleasant and safe environment where they could express themselves, and build new social connections that strengthen their sense of belonging and dignity. The activities are designed to align with their interests and capabilities, with a focus on care for mental and physical health, and the preservation of positive values and heritage. Moreover, for the elders who could not reach the centers, they received monthly home-visits and a food coupon which can be used at a nearby supermarket.





Later in 2025, this component, was expanded to include “**Nico’s Spaces**” In tribute to our dear friend Dr. Nicholas van Oudenhoorn, we started in cooperation with ICDI a small project to keep his memory alive. The elders were encouraged to participate in this program, towards reweaving the social fabric with the new generation. The elders took turns in facilitating a group activity for children at the centers, where they share from their memory and experience traditional stories, dances, cooking, songs etc... where children build relationships with these older adults as social grandmothers and

grandfathers, and in doing so, grow into more empathetic, grounded, and connected citizens.

*An example:*

*Intergenerational activity was held with fifth-grade students and grandmothers under the theme “**Olive Harvest**” the collective act of harvesting and pressing olives is a shared tradition which strengthens community bonds and cultural identity across generations. The event brought together the wisdom of yesterday and the curiosity of today. Students explored traditional household tools once used in daily life, reliving the simplicity, creativity, and spirit of manual work.*

*The day concluded with the storytelling session “**The Olive Seeds,**” highlighting the harvest season as a symbol of cooperation, family unity, and farmers’ steadfast connection to their land. The atmosphere was filled with warmth, nostalgia, and intergenerational connection.*



## Community Educational Centers:

A remarkable achievement in this report period was that in addition to the two existing community centers (in Biddo and Shuafat refugee Camp), four new community centers were opened in the villages to operate on a pilot basis from Septmeber 2025 until the end of December 2025 (in Beit Surik, Beith Anan, Qattanah, Al-Jeeb) The opening of these centers contributed to better implementation of the activities within the centers and improved access for the targeted groups.

The program further benefited from strong networking with local institutions and the community committees which supported the implementation of activities. These combined efforts strengthened community ownership and contributed to improved family awareness and engagement.

In this report period, the Trust's team had to deal with the **closure of the UNRWA** schools, which was effective in Shufat Refugee Camp since May 2025, but not yet in the villages. The program continued at the center in Shufat refugee camp with the same pupils, and the team will remain in contact with the families for the coming year. This was one of the reasons that the Trust decided to focus its efforts on the centers, to create an umbrella that gathers under it all the Trust's activities including the children's learning groups and psycho-social activities. The **Community centers** in the camp and the villages had a major role in facilitating the implementation of the activities of the program, in a comprehensive and integrative manner, involving all target groups in the workshops and activities, and hosting the learning groups and activities.

The Community Centers took a big role in providing a supporting environment, safety, and continuity for children. Through the year, various fundays with entertaining and educational activities were organized for the children and the mothers, which included, parachute games, free drawing, painting, murals, dance with music and balloons, and clowns. Taking into consideration the difficult situation, psychosocial support and stress relief activities were also part of the fundays.



## The Mother-to-Mother Program

The **Mother-to-Mother Program** is a lifelong learning program that corresponds to the Trust's overall mission of improving the quality of life of the marginalized groups mainly women and children, and giving the mothers the necessary skills to become involved in their community.

The program includes 34 paraprofessional mothers who provide home counseling to 300 families from the target sites. They receive continuous follow-up and enrichment through individual and group supervision, addressing their needs and the challenges they encounter in their work.

Training topics covered early childhood development, communication skills, children's emotional health, stress relief exercises, coping with stress, domestic violence, volunteering, storytelling, and arts workshops. This counseling empowered the mothers, fostering independence and confidence. Some started small businesses, such as beauty salons, home-cooked meal services, and online clothing sales. Many also actively participate in the Trust's community-based committees and volunteering initiatives.

The horrific situation and the display of events on screens and social media had stressful and psychological effects on children and adults. The children showed symptoms of trauma, such as bed wetting, biting their nails, insisting on sleeping in their parent's bed, etc. The mothers were given skills on how to respond to their children's needs, through storytelling, arts, and giving them a chance to express their feelings that it is fine to have these feelings and that together they can overcome them.

Mothers receiving counseling showed strong commitment to both face-to-face and remote sessions. They also engaged in activities at the community educational centers, providing opportunities to bond with their children, socialize with other mothers, exchange experiences, create educational tools, and borrow storybooks.

Families expressed the importance of the program in making positive changes on the personal and family level, and raising awareness on the emotional and physical levels, through stress release exercises and good nutrition.



In the counseling, the paraprofessionals use parenthood pamphlets and ask the mother to share it with her husband. Each of the 11 paraprofessionals gives counseling to 7-8 families once a week where they discuss subjects on early childhood development, nutrition, teething, bed wetting, nutrition, and special focus was given this year on symptoms of trauma, and coping with stress, and stress release exercises.

The mothers have shown significant progress in supporting their children, most of the mothers reported that understanding their children's emotional needs contributed to strengthening family relationships and reinforcing parental roles in engaging children through play and dialogue. This positive shift resulted in noticeable improvements in children's emotional, social, behavioral, and language development.

Emphasis was placed on the importance of encouragement and positive reinforcement techniques to support sustainable progress in children's development.

The program also engaged other family members, like the fathers through parenthood pamphlets, couples' groups, and grandmothers' groups. Knowledge and awareness about persons with disabilities was also gained among the mothers and paraprofessionals.



**The Community-Based Committees** remain active under the professional guidance of the Trust's coordinator, who provides monthly counseling and enrichment sessions. There are five —three in northwest Jerusalem, one in Shufat, and one in Ramle—comprising 42 dedicated women and senior paraprofessionals. They meet twice a month for planning and addressing the emerging family needs, promoting stress relief, and health campaigns at each community center.

**Volunteering** takes place twice a month in coordination by the mothers and the young women. The volunteering activities continued at the hospitals, the institutions for children with disabilities, the educational community centres, and the Senior's homes. The volunteering activities are planned by the program coordinators, in coordination with the committees and the community centers. They provide the necessary materials to carry out the volunteer work, determine the days to implement it, and coordinate with the institutions in which volunteer work will be carried out. During the emergency situation, the volunteers used debriefing techniques, "feelings cards" activity, breathing exercises, and encouraged the mothers and children to express their feelings and fears.

## The Young women empowerment program

The Young women empowerment program aims at improving the quality of life of young women and teen-age girls towards community involvement, and empowerment to prevent early marriages and improve their relationship with their family. It is successfully running in Jerusalem, Ramle and the villages northwest Jerusalem for 558 girls ages 13-17, 50 young women ages 18-25, and 255 mothers of girls.

The **teenage groups** takes place at 11 schools from 7<sup>th</sup> + 8<sup>th</sup> + 9<sup>th</sup> grade, they get together once a week for 90 minutes, in cooperation with the schools' administrators and teachers. All the participants received enrichment and improved their skills in the following subjects: Time management, healthy nutrition, concentration during studying, cyber abuse, the impact of early marriages on their physical, emotional and social health. They are more aware of the different shapes of violence and how to cope with stress. The group enjoyed the tools used such as educational cards, storytelling and case discussion, short films, arts, dynamic games, roleplay...

After evaluation with educational counselors and school principals, there were cases of violence and bullying, particularly influenced by trends and social media platforms without parental monitoring or follow-up. Accordingly, a session on cyber safety, presenting real-life situations and how they are handled by the police, discussing cases and providing skills on how to use electronic platforms and social media, especially the TikTok app, and its impact on girls through misleading content or emotional manipulation. Emphasis was placed on the risks of using fake names and unreal images, choosing strong and secure passwords, and the importance of reporting any harmful content. These sessions also included girls who are not part of the program and who were interested to learn more about this issue.



In the Ramle area, an initiative by 8th-grade girls led a youth initiative by organizing a recreational and sports day for approximately 100 children. The activity addressed the lack of safe play spaces and included games, competitions, and entertainment. The initiative was fully planned and implemented by the girls, demonstrating leadership, teamwork, and community ownership.

In the Summer of 2025, a group of 120 girls received interactive training to build their skills in coordination, leadership, and help in facilitating the summer activities.



The girls participated in a series of volunteer and community engagement activities that reflected a strong sense of initiative, social responsibility, and community belonging:

- Volunteering with the elderly provided both an educational and humanitarian experience that promoted respect, social solidarity, and the transfer of knowledge and life experiences between generations.

- The girls also contributed to health and community service initiatives: health awareness sessions targeting mothers,

medical day for children with disabilities by managing registration and leading recreational activities to create a welcoming and supportive environment. Organizing recreational and psychosocial events for younger schoolchildren.

Implementation in partnership with local institutions and community centers strengthened community ownership but required significant coordination, particularly in securing parental and school approvals. While most initiatives were implemented locally to ensure safe access and minimize transportation barriers, future activities in more distant locations will require additional resources for transportation. Overall, the action strengthened youth leadership, civic engagement, psychosocial wellbeing, and school–community collaboration.

**Youth leadership:** Building on field experience from summer and winter activities, the organization established an additional group “Youth Leadership Group” to strengthen adolescent girls’ leadership, life skills, and civic engagement, and to promote their active participation in community volunteering. A total of 81 girls were recruited through schools and previous volunteering, and organized into six groups of girls aged 13–17. These girls also take part in facilitating the summer camp/activities at the centers, based on their training with the support and supervision of young women from the other group aged 18–25, to ensure a safe and well-organized environment for all participants.

Through interactive, needs-based sessions, participants developed communication, teamwork, self-confidence, and problem-solving skills, while gaining practical knowledge on health and well-being, including nutrition, physical activity, sleep, hygiene, and the risks associated with energy drinks. The program also addressed digital safety, cyberbullying, and responsible social media use, alongside time management and academic planning, enabling participants to make informed decisions and adopt healthier behaviors.

Unplanned: A **new collaboration** in Ramle with “citizens building a community” for academic training of youth groups from 4 new schools with 188 students (boys + girls) from grades 9–12. They conducted 12 training workshops which focused on academic and personal development, including self-confidence, decision-making, creative thinking,

goal-setting, academic guidance, career assessment, time and financial management. The students showed high engagement and enthusiasm.

The **Young Women** groups (18-25 years) met once a week, they focused on women rights and how to become an active member in the community. The young women showed improvement in their self-esteem, communication skills, expressing their feelings, setting priorities, and are assertive about their future whether by continuing their education or the profession they wish to pursue. The program has had a positive impact on them through the skills gained to improve their status and learn about their rights and psychosocial support in emergencies. Most of them have shown better self-confidence and awareness to their physical and emotional health, and how to take an active role in their family and community.

All the young women showed high voluntary spirit, volunteering at hospitals, senior homes and institutions for children with disabilities. They also helped in the recreational days of the learn-by-play program especially in the final day in June where they organized the activities and help as much as possible. They participated in two study days:

In February, 2025, 40 young women participated in a study day on "Self-Care After Trauma" in coordination with Juzoor. The focus was on understanding Post-Traumatic Stress Disorder (PTSD) — its causes, symptoms, effects on the body, and the importance of self-care. Participants expressed high satisfaction with the session, appreciating its practical approach and real-life relevance.

In October, 2025, 20 young women participated in Psychosocial debriefing and enrichment day. One of the activities, called "*The Stress Mirror*," invited participants to write behaviors they display during stressful situations and reflect on their triggers and related defense mechanisms. The young women shared positive feedback, and requested to organize more days on stress-relief.

*"It was a special day. We stepped out of our daily routine and released stress in different ways. The place was comfortable and beautiful, surrounded by nature and fresh air, which gave us a sense of freedom and joy. We discovered more about our personalities under pressure."*

The **mothers groups** take place at the schools that we work with for the mothers of the teen-age girls groups. The work with mothers was conducted on two levels: bridging the gap between the mothers and their daughters. Most of the mothers reported that they are more understanding of their daughters' needs and their surroundings, and that they are putting more effort to maintain better communication. The open groups have also helped the mothers on the personal level, they have better awareness to their health and well-being, and were particularly happy with the exercises on stress relief mechanisms.

Useful tools were used during the meetings such as: storytelling and case discussion, brainstorming, interactive exercises, sharing personal experiences... This helped create a safe and engaging environment for dialogue and learning. In addition, in Ramle, through the school radio in Jawarish community school, the parents of 7th–8th grade students were involved through the radio sessions on addressing fear and stress, adolescent needs,



The clinics have significantly contributed to raising local community awareness about the importance of treating children with disabilities and enhancing their participation in the community. The program networks with the local institutions, village councils, and NGOs, who put the needs of people with disabilities mainly the children on their agenda, and participated actively in the implementation of the activities.

The program coordinator reported that the mothers can talk about their feelings towards their children and their fear of the future. The speech therapist focused on how to deal with speech disorders, the appropriate age for forming sentences, and the importance of early follow-up. The physiotherapist addressed motor disabilities, emphasizing the importance of early detection, and continuity of home-based therapy with the participation of families to guarantee the effectiveness of the intervention.

Children with disabilities were also integrated in the other running activities and fundays that take place at the Trust's community centers. Inclusion maintains their dignity and enhances their abilities, since the program coordinators make sure that there are activities suitable to their abilities, in a supportive environment that enables children with disabilities to express themselves and develop their physical, mental, and social skills.

The program has had a profound impact on families as well. Many parents, who previously felt hesitant or ashamed to seek help for their children, now actively participate in therapy, check-ups, and Trust-led activities. Mothers, in particular, have expressed how the program has encouraged them to step out of isolation and bring their children to the center, fostering a sense of empowerment and inclusion.

Furthermore, involving the local community in such initiatives contribute to raising community awareness about the rights of persons with disabilities and changing stereotypical views toward disability by highlighting their talents and progress.



### Education and Psychosocial Support Program “Learn-by-Play program”

The Education and Psychosocial Support Program or the **Learn-by-Play** program believes that every child has the right to education, it aims at reducing and limiting the factual and latent drop-out among the children. In the past two years the program was upgraded to include special training on psycho-social support, and since then we have received positive feedback from the school teachers and parents.

The program operates on three levels: parents, teachers, pupils, while engaging youths in the program as tutors after they receive the necessary training and enrichment. 37 young women worked as tutors to 492 pupils/children, from 2<sup>nd</sup>, 3<sup>rd</sup>, and 4<sup>th</sup> grade. The support

given to the pupils is on the academic and behavioural levels, using the active learning approach and encouraging the pupils to express themselves and improve their school achievement and their self-esteem.

The project continued at 12 schools in the target sites, eight schools in the villages Northwest Jerusalem, two in Ramle, and two schools in Shufat Refugee Camp. The pupils showed improvement in both their school grades and behaviors as reported by their school teachers and their participation in class has increased. The pupils were encouraged and started to express themselves, they were happy to experience success as they improve their school achievement and their self-esteem.



The didactic methods in this program differ from the traditional teaching methods applied by school teachers and encourages the children to improve their skills. Numerous learning methods were used to support students in acquiring the necessary skills for each subject according to the curriculum. Active learning, participatory learning, dialogue and peer learning were the fundamentals of the teaching approach.

The main challenge this year was the closure of the UNRWA schools in Shufat Refugee Camp by the Israeli authorities and later the closure of their clinic. Which is why since the beginning of the school year, the activities and learning groups take place at the Trust's community

centers in Shufat Refugee camp and the five villages. The girls' recruitment relies primarily on established relationships with parents rather than schools. And in coordination with the Trust's other programs and the local community.

High psychosocial stress reducing children's readiness to learn. Tutors reported high levels of emotional overload among children, including fear, irritability, withdrawal, and aggressive behavior. stress release exercises were conducted with the children in the beginning of each learning session. This helped the children to express their fears and worries, and release stress.

Children's progress was followed through continuous observation, worksheets, and individual follow-up by coordinators. Children showed improved engagement in learning



activities, increased willingness to read, write, and improved confidence and active participation in activities such as olive picking day in the olive season, celebrating national holidays, for example, the child national day and celebrating the end of the semester at each school with fun and educational activities, baking pastries with the teacher, the tutor, and some mothers.

**The parents** were very cooperative and just as happy as their children to benefiting from the program's activities. The parents were involved through the parent teacher meetings that follow-up the academic progress of their children, and also through workshops that aimed at improving their communication skills with their children and raising their awareness to: family violence, cyber bullying and internet abuse. The tutors shared with the parents the Trust's learning platform and explained to them how to download it and gave them a username.

**The Guideline:** Finalizing and publishing the guideline, which was develop within this program to assist the school teachers and supervisors in planning and implementing extracurricular educational and leisure activities at school and community level, that support children with learning and developmental difficulties and that reflect the experiences of the program.

Two trainings took place, the first was for 19 school counselors and supervisors, and the second for 21 school teachers. The training methodology combined theoretical inputs with experiential learning approaches. Quote by participant: *"this is the only training that effectively combined both educational and psychosocial components in a practical and applicable manner"*.

### **Learning Platform/application:**



The Trust developed a learning platform accessible on children's/parents phones and tablets, the students have started using it with the follow-up of their tutors. The coordinators and tutors received training on how to use the electronic application/platform and they reviewed and verified its content and clarity. Communication with parents was also established to guide them on how to use the application at home. You can find it in the app store under <https://play.google.com/store/apps/details?id=ps.provision.playandlearn>.



It enhances the child's basic skills in Arabic language, the team and the IT specialist will continue to develop the app with exercises on advanced skills.

## Online Workshops and Social Media:



These workshops succeeded to reach a larger audience of women, mothers, parents, young women and educators. The invitation was open to the community and reached between 50-70 participants each time.

The Zoom workshops took place for two hours each, given by specialists in education and psychology, on the following subjects:

On 4 June 2025, a zoom workshop took place on safe family communication during crises by a psychotherapist, with 70 participants. The session focused on communication skills and mechanisms within the family and the importance of providing emotional support when facing crises.

On 21.10.2025, a workshop was held on “Mechanisms for Supporting Families and Communities in Accepting Children with Disabilities”. The workshop addressed challenges faced by families due to lack of acceptance of children with disabilities. The lecturer provided mothers with practical skills and supportive mechanisms, enhancing their role in raising awareness and promoting acceptance within the family and community.

At the end of the workshop, a link is sent directly to the participants so that they can evaluate the workshop on Docs and give their feedback. Most of the participants gave positive feedback stating that the subjects given respond to their needs and that they were able to participate with other family members.



It is important that the program reaches a broader public, therefore, all the program’s major activities are published on the **social media**, short films and the zoom workshops were uploaded on the Trust’s YouTube channel “Trust of Programs”.



The groups are also connected by Facebook where the coordinator publishes pictures of the different activities like training and fun-days.

Social media has become part of the comprehensive emergency response plan which is activated across all programs. Activities are rapidly adapted to remote formats using Zoom, WhatsApp, and phone-based support to ensure continuity of services.



WhatsApp groups: this platform was used by the programs’ coordinators for sharing reading material and being available for emotional support, it was also a useful tool refresh the skills learned for mothers and for young women, and sharing pamphlets on fear and anxiety and how to cope with them.

**Short Films as a Tool for Empowerment:** Short films have proven to be an effective tool for communicating behavioral and social messages in a way that resonates with young women and mothers. By using relatable language and storytelling that mirrors their reality, especially around sensitive topics such as mental, physical, and social health and protection from violence. The films received positive feedback after screening, they create a safe space for discussion, encourage reflection, and promote personal sharing

and positive change. Two of these short films were: “Best Friend” and “Breaking the Silence”.

The coordinators noted that the short duration and conversational style of the film helped maintain students' attention and gave space for reflection. The message of the films was perceived as clear and impactful. One key recommendation was to prepare guiding questions in advance to facilitate deeper group discussions.

**Awareness pamphlets:** Distributing educational pamphlets to the families proved to be an effective method for raising awareness. The pamphlets offered accessible, practical parenting information and basic skills that could help mothers cope with daily challenges. Sharing the pamphlets digitally also improved accessibility for a wider audience.

One leaflet, titled “*Coping with Fear and Anxiety in Emergencies*”, aimed to support mothers emotionally it addressed common emotional and behavioral symptoms, and provided practical strategies for managing fear and anxiety. It also included tips for emotional regulation and guidance on when to seek professional help.

## **Networking**

The Trust is a learning organization. We focus on developing the skills of our team, and conducting evaluations of our various programs, towards addressing the evolving needs of its target groups and the emergency situation. We are constantly seeking collaboration with local and international organizations that share our vision, by conducting training sessions and mutual visits. The Trust relies on local capacities to ensure the sustainability of its empowering programs, aiming for long-term community change.

Networking will continue with influential educational organizations and ministries that contribute in setting the priorities of the educational system. Working with community-based organizations that seek social change, enhances the participatory approach in the projects implementation and contributes in achieving non-violent positive education, and awareness raising of the target groups so that the children can grow in a safe and conducive environment.



## *Special Thanks*

Special thanks and appreciation to each of the Trust's supporters for their generous contribution that allowed us to carry out our community-based programs as planned:

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- Kinderhilfe Bethlehem – KHB- through Caritas Germany
- The Redel Foundation - through Caritas Germany
- The Linden Stiftung – through Trust Germany
- Freudenberg Stiftung - Germany

